

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Chilwell School
Number of pupils in school	1095
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Gareth Jay David Phillips
Pupil premium lead	Gareth Jay, Assistant Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208,320
Recovery premium funding allocation this academic year	£21,942
LAC & Post LAC	£2,570
Service children	£1,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£233,852

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our disadvantaged strategy is to support those identified pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

High attendance is also crucial in ensuring pupils can access the range of curricula and extracurricular opportunities in order for them to gain the skills, experiences and qualifications for them to be successful.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through additional literacy support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Additionally, our strategy takes into account the importance of ensuring disadvantaged pupils as well as non-disadvantaged pupils, have access to experiences and curriculum opportunities that enable them to expand their cultural capital, including experiencing a range of extracurricular opportunities.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are able to access and are challenged in the work

that they're set

- act early to intervene at the point need is identified
- ensure disadvantaged pupil have access to a range of experiences that improve their cultural capital
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Ensure disadvantaged pupils make comparable progress to our other pupils. The success criteria can then be broken into three strands: increasing the % pass for English and Maths; A8 and 4+ EBacc. Present estimates of attainment 8 average grade for the current cohort of Y11 students is 3.10 for PP students and 4.28 for non-PP students. This is broadly comparable to 2024 (3.06 vs 4.83) and a little lower than 2023 (3.91 vs 4.78)
2	Low aspiration amongst disadvantaged pupils – disproportionately low number of disadvantaged students taking up EBACC subjects compared to the whole cohort.
3	Literacy and numeracy – a large number of our lower attainers are from financially disadvantaged backgrounds meaning limited access to home materials and barriers preventing independent learning outside of school.
4	Pastoral – Disadvantaged students frequently present with pastoral issues such as: difficulties with social skills, incorrect uniform or equipment, lack of support at home, don't eat breakfast, poor attendance and lateness, low aspirations and anger management issues. Consequently, a number of our strategies are aimed at providing social and emotional support.
5	Homework, revision and organisation – issues with knowledge retention and recall can often explain the underperformance of this group in summative assessments.
6	Attendance – there remains an attendance gap between disadvantaged and non-disadvantaged students.
7	Access to wider enrichment is lower amongst the disadvantaged students previously. The Cygnus programme has been developed to tackle and increase opportunities for all pupils.
8	Access to technology – especially in light of the extended use of Google classroom puts disadvantaged students at greater risk of underachievement.
9	Missed learning. During COVID all students have experienced unprecedented disruption to their education with most students not attending school for over seven months. Disadvantaged students have been the hardest hit by the national lockdowns. Chilwell School had a robust approach in place to tackle

	this – however due to restrictions on technology and priorities, disadvantaged students have been hit hardest.
--	--

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Raise Attainment and Improve Progress of disadvantaged pupils	To raise the progress 8 score of all disadvantaged students, and ensure the attainment gap closes with the rest of the cohort.
2. Close the gap further between our PPG students and National non-disadvantaged students on the 4+ and 5+ in English and Mathematics measure.	Success will be a year on year increase in attainment, with the target of disadvantaged students at Chilwell attaining outcomes closer to that of the wider cohort by 2025
3. Ensure the proportion of disadvantaged students entering the EBacc (and obtaining the Standard and Strong passes) moves towards the national data for non-disadvantaged students.	Success will be an increased number of disadvantaged students engaging in the EBacc subjects displaying a greater degree of confidence and aspiration that is closer in line with the wider cohort.
4. Improve literacy and numeracy outcomes through early identification and intervention using the targeted intervention groups. Literacy will be improved through accelerated reader and Read Write Inc programme and the implementation of fresh start.	Progress 8 scores for Maths and English gap with wider cohort will be closed with greater success at all Key Stages visible through assessment data.
5. Pastoral Leaders know their disadvantaged students and are able to ensure they are assisted in being able to access the curriculum as all non-disadvantaged students. Use of pastoral time to drive aspiration through assemblies and Discovery Day programmes.	Disadvantaged students will be in a position to access curriculum on a similar level to wider cohorts resulting in an improvement in attainment data in all year groups.
6. Continue to improve the Progress 8 Score for those students who qualify for the Pupil Premium	Progress 8 score improves getting closer to a positive score.
7. Increase the uptake of Cygnus enrichment activities by disadvantaged students. Ensure participation in these events / opportunities is captured.	The tracking data shows a year on year increase in the number of disadvantaged pupils continually attending extra-curricular

	clubs, with the aim of their attendance mirroring their non-disadvantaged peers.
8. Continue to monitor and improve attendance of disadvantaged students	A sustained reduction in the attendance percentages of disadvantaged students.
9. Continue to support the social, emotional and behavioural needs of our PP and more vulnerable learners	All students that require additional social, emotional and behavioural mentoring and support, will have regular access to it.
10. Ensure all disadvantaged students have access to technology so they can access the necessary work in particular with homework.	All students will be able to access the resources placed on Google Classroom leading to a sustained improvement in attainment across all year groups.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £99,721

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide CPD and training for all staff focusing on effectively meeting the needs of Disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Deliver CPD focused on effectively meeting the needs of Disadvantaged pupils through the embedding formative assessment programme which is adaptive teaching for all pupils. EEF: additional 2 months progress, on average, for low cost, based on extensive evidence • Training for Staff responsible for disadvantaged students. EEF Teaching & Learning Toolkit EEF: Effective Professional Development Guidance Report <ul style="list-style-type: none"> • With support from SENCO facilitate whole staff training within whole staff weekly meeting time raising profile and strategies to support disadvantaged pupils with SEND • Include effectively meeting the needs of disadvantaged pupils in the ECT training programme. EEF Teaching & Learning Toolkit EEF: Effective Professional Development - the Mechanisms of PD 	<p>1-9</p>
<p>Maintain the high profile of disadvantaged pupils as a Key Focus Group.</p>	<ul style="list-style-type: none"> • Aspect Included all mark sheets to identify pupils as disadvantaged • Disadvantaged groups analysis to be part of faculty/pastoral leader QA data analysis • Disadvantage student progress improvement to be identified in faculty and whole school improvement plan as a priority target and reviewed regularly through progress review meetings with CMO. 	<p>1-9</p>

	<ul style="list-style-type: none"> Requirement of all seating plans to highlight disadvantaged students with narrative using Arbor <p>EEF T&L Toolkit: Feedback - additional 6 months progress, on average, for very low cost, based on extensive evidence</p>	
Barriers to learning are reduced by analysing the quality of in class provision for disadvantaged pupils.	<ul style="list-style-type: none"> Clear planning of lessons for all disadvantaged students visible across a sequence of lessons that allow all pupils to access the curriculum. Ensure consistency of T+L strategy delivery across the curriculum by ensuring all staff use disadvantaged student support strategies and quality first teaching methods APLs to meet with the pp/disadvantaged cohort within their year groups to discuss barriers to learning following data entry points <p>EEF Teaching & Learning Toolkit EEF: additional 2 months progress, on average, for low cost, based on extensive evidence</p>	1-3
Ensure the Curriculum is designed to effectively meet the needs of Disadvantaged pupils.	<ul style="list-style-type: none"> Alternative provision courses for students at risk of Permanent Exclusion including school AP unit. Include KS4 Pathways and introduce appropriate additional subjects/behaviour support sessions. <p>EEF: behaviour interventions - additional 4 months progress, on average, for low cost, based on limited evidence</p> <ul style="list-style-type: none"> Consider structure at KS3 in terms of curriculum design and additional support. Revision curriculum (KS3 revision revolution, GCSE mindset programme & A level mindset programme) delivered both in tutor time and lesson time to build confidence and familiarity with revision techniques from year 7 onwards. CPD through morning briefings when disadvantaged pupils are identified and teaching and learning strategies are presented for all staff projects on teaching and learning strategies in supporting vulnerable students. 	1-3

	EEF Teaching & Learning Toolkit EEF: additional 2 months progress, on average, for low cost, based on extensive evidence	
--	---	--

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £49,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve disadvantaged students literacy and numeracy levels	<ul style="list-style-type: none"> Continued implementation of the reading curriculum alongside the English curriculum - including tutor time activity for targeted groups of pupils. Use of Fresh Start embedded within English curriculum for year 7 and 8 with the intention to increase to 9s Additional Literacy and some numeracy session for students under target in Maths and English Reading ages assessment every term for students below National standard Reading ages and standardised reading scores for all students added to mark sheets Further research into barriers to learning related to literacy and how L2+3 language can be embedded within the curriculum Registration reading programme aiming to improve pupils to read for pleasure - assigned texts issued to each year group. EEF: phonics - additional 5 months progress, on average, for very low cost, based on very extensive evidence EEF: reading comprehension strategies - additional 6 months progress, on average, for very low cost, based on extensive evidence EEF: oral language interventions - additional 6 months progress, on average, for very low cost, based on extensive evidence	1-2
Improve quality of Advice, Information and Guidance given to Disadvantaged pupils and increase knowledge of potential barriers to learning.	<ul style="list-style-type: none"> Additional Careers Interviews for all disadvantaged students. Identified PP students to work on anti-NEET programme to ensure risk of no further education is avoided and aspiration is driven forward. 	1-9

	<ul style="list-style-type: none"> PP pupils to be targeted by sixth form to raise aspiration and remove barriers to post 16 education. <p>EEF: aspiration interventions (unclear impact for very low cost)</p>	
Improve Disadvantaged student curriculum access	<ul style="list-style-type: none"> Provide resources or supplement the cost of resources for practical subjects eg. sporting equipment/food items etc. Faculty Disadvantaged specific action plans target Provide support programmes and software for Disadvantaged students. Literacy and numeracy support sessions <p>EEF: metacognition & self-regulation - additional 7 months progress, on average, based on extensive evidence</p>	1-2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £84,286

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce number of fixed term exclusions and number of students with repeat fixed term exclusions for disadvantaged students	<ul style="list-style-type: none"> Reduce FTE through supportive interventions and alternative constructive pathways. On-call data to identify disadvantaged students. Intervention work by APLs targeting PP students at risk of behaviour escalation. On-site AP used as a preventative measure for pupils at risk of permanent exclusion Improved pastoral structure including mental health officer and safeguarding officer providing greater depth of support and interventions for pupils. <p>EEF: behaviour interventions - additional 4 months progress, on average, for low cost, based on limited evidence</p>	6, 8, 9
Reduce barriers to accessing enrichment	<ul style="list-style-type: none"> % of disadvantaged students on trips higher same or better than % in year group cohort. Funding to support PP pupils to allow access to school trips and activities. Creative Technology /Performing Arts for disadvantaged students - financial support and funding. <p>EEF: arts participation - additional 3 months impact for very low cost, based on moderate evidence</p>	7

<p>Improve the engagement of disadvantaged student parents</p>	<ul style="list-style-type: none"> • Meetings with all year 6 Disadvantaged student parents in primary schools • Disadvantaged students' parents contacted before parents evening to ensure appointments made • SLT responsible for Cygnus to monitor uptake to analyse and evaluate impact on disadvantaged attendance. <p>EEF: parental engagement - additional 4 months progress, on average, for very low cost, based on extensive evidence</p>	<p>4, 8, 9</p>
<p>Careers profile being embedded within assemblies and faculties to further engage pupils in careers.</p>	<ul style="list-style-type: none"> • Greater profile of unifrog to enable all pupils to access careers information and enable higher aspirations • Assemblies used to promote careers in faculties to engage those pupils who would be less likely to be exposed to different careers to think about and motivate them. • Careers weeks in faculties to showcase the importance of key subjects to improve engagement with EBACC subjects. <p>EEF: aspiration interventions (unclear impact for very low cost)</p>	<p>3, 5, 7</p>

Total budgeted cost: £233,852

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Headlines

The progress 8 gap widened in 2024 from 2023 results, from -0.48 to -1.03. Nationally, attainment was lower than in 2023, and -1.03 is higher than PP-eligible students were predicted to perform (-1.25), but this decline serves to highlight an area of substantial focus for the school in the year ahead.

Context

This drop in P8 was partly due to there being 22% of PP-eligible students attending alternative provision and not accessing a full suite of P8-eligible qualifications. The impact of these students on whole-school figures was significant (-0.68) and whilst this was expected to have a detrimental impact to the whole-school P8 figure, the decision for these students to attend AP was, holistically, in their best interest. Currently, there are no students in the 2025 cohort of school leavers attending AP.

The performance of the PP-eligible cohort accessing mainstream school was identified as a concern following mock examinations and a programme of assertive mentoring was implemented. 13/17 students involved in this improved their progress and secured better outcomes in the summer exam series than they did in their mock examinations. All PP-eligible students were also involved in revision intervention sessions for English, maths, science and option choice subjects during registration time.

Teaching

There have been measures put in place during the year such as the English intervention which has enabled pupils of lower reading ability to access greater literacy intervention. CPD has been delivered to staff who now have a greater awareness and understanding of how to ensure disadvantaged students have equal access to the curriculum. This is a foundation that will also be built on over time to ultimately enable to reduce the gap between these groups to narrow and reflect greater attainment and Progress 8 scores for disadvantaged students. All areas are raising the profile of disadvantaged pupils within the school and ensuring there are intervention measures in

place to help identify pupils early and intervene to ensure that these pupils have the capacity to access the curriculum on a level equitable to non-disadvantaged pupils.

Targeted academic support

Greater overhaul of the curriculum and a spread of disadvantaged responsibility across both Pastoral SLT and Faculty SLT have enabled a more cohesive strategy and development of the curriculum which will ultimately have a long term impact on improving outcomes and instilling a greater focus on aspiration within the curriculum. The fresh start programme continues to run with an aim to improve whole school literacy and remove barriers to success and high attainment. School trips which enhance pupils' wider exposure to key materials and experiences are supported through PP funding which is allowing a more even process of trip allocation. This is enabling pupil premium pupils to have access to enrichment outside of the classroom which will ultimately improve pupils' personal development.

Wider strategies

A primary barrier to disadvantaged pupils' success is them being in school to access their lessons led by specialist teachers. IN the first half term there was a 2.3% gap to the national average for disadvantaged pupil attendance. This identified a huge area of focus that was needed to close the gap. As a result, the pastoral team focussed on disadvantaged pupils' support through pastoral meetings and targeted attendance intervention. This resulted in a steady closing of this gap to the national average resulting in a 1.1% gap to the national average. As a result of this work with the wider pastoral team and interventions such as parental meetings, EHAFs and 6 week monitoring periods - along with further contact and pastoral support from year leaders this gap has managed to be significantly closed. There is still a gap, which will continue to be the focus for the academic year 2024-25 with greater capacity built into the pastoral structure to enable more focussed support and intervention.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
SISRA Analytics	Use of SISRA to identify underperformance and direct targeted interventions
MyConcern	An online system which allows the Academy to accurately record welfare and safeguarding concerns and actions.
Read Write Inc (RWInc)	Phonics complete literacy programme
Fresh Start	Systematic synthetic phonics programme for older readers
Arbor	Programme that can easily identify disadvantaged pupils on seating plans to ensure greater quality first teaching in the classroom.

Disadvantaged Funding			
Funding Allocation		Expenditure	
PP	£208,320	Careers advisor 0.2 (FTE)	£8,872
Service children	£2,010	Attendance Officer 0.6	£19,475
Recovery funding	£21,942	Disadvantage English teacher UPR1 0.8	£58,713
LAC and Post LAC	£2,570	Disadvantage Literacy teacher 0.2	£6,479
		Admin support	£9,643
		SLT contribution 0.2 (FTE)	£18,745
		SLT contribution 0.2 (FTE)	£18,745
		Yr11 intervention 0.2 (FTE)	£12,913
		Resources (Curriculum, trips, uniform, equipment etc...)	£38,000
		Alternative provision / staffing and outsourcing	£20,000

		Music tuition	£4,000
		Training and development expenses (staff)	£5,500
		PSP Behaviour support 0.4	£12,767
Total	£233,852	Total	£233,852